



## Student Learning Objective (SLO) Form

Teacher:	Administrator:	
SLO Title: Components of Physical Fitness	Grade: 8	Date:
Content Area: Physical Education	School:	

**Student Learning Objective**  
*What is the expectation for student improvement related to school improvement goals?*

SLO Focus Statement:

**Students will** understand and apply the elements of the 4 main components of fitness (muscular strength, muscular endurance, flexibility and cardiovascular endurance) through a variety of learning tasks throughout the school year.

**Baseline – Trend Data**  
*What data were reviewed for this SLO? How do the data support the SLO?*

The data reviewed for this SLO is a pre-test given to the students at the beginning of the year to assess their level of understanding for the components of fitness. Data is collected using a performance-based rubric. Based on the data, students will demonstrate progress throughout the year toward their understanding and application of the components of fitness.

[include specific **pre-assessment** baseline data here – percentages to be determined by pre-assessment]

At the beginning of the year \_\_\_% of students performed at Level 3-Proficient on the assessment.

**Level 3 Proficient:** Student accurately matches 9-10 tasks to specific component of fitness. Student sometime explains why they selected the fitness component that aligns with each fitness task through written reflection.

**Student Population**  
*Who are you going to include in this objective? Why is this target group/class selected?*

All students in Grade 8 will be included in this objective.

Students in Connecticut public schools are administered the Connecticut Physical Fitness Assessment. This test measures students’ abilities in muscular strength, muscular endurance, flexibility and cardiovascular endurance (components of fitness). It is important and age-appropriate that each student fully understand and is able to apply the elements of each component.

**Standards and Learning Content**  
*What are the standards connected to the learning content?*

**Standards assessed:**

**CT HBLCF (2006) Standard 12: Physical Fitness.** Students will incorporate fitness and wellness concepts to achieve and maintain a health enhancing level of physical fitness.

**M.12.1.** Demonstrate the skills and knowledge to assess levels of physical fitness and participate in activities that develop and maintain each component.  
(addressed in HBLCF E.12.1, developmentally elevated to M.12.1 for this assessment task.)

**NASPE (2013) Standard 3:** The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

*Possible connections* [Note: interdisciplinary connections to Common Core Standards for ELA/Literacy, Mathematics and Science should be made collaboratively, with teachers of each subject contributing to the design of learning activities and assessments, and sharing of learning goals. Evaluation of assessment activities and products is also a shared responsibility, with each subject-area teacher contributing to the effort to ensure that achievement of learner outcomes is maximized without compromising either/any subject's content.] :

**CCSS ELA/Literacy: English Language Arts Standards for Science & Technical Subjects Grade 6-8**

**RST.6-8.8** Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.

**RST.6-8.9** Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

**CCSS Math: K-12 Standards for Mathematical Practice 5.** Model with mathematics. Mathematically proficient students: Model problem situations symbolically, graphically, and contextually. Connect and explain the connections between different representations. Use all the different representations as appropriate to a problem context.

Example linking ELA/Literacy and Math with Physical Education: Students accurately link the task performed with one of the specific components of fitness. Students accurately explain their alignment of tasks and fitness components.

#### **Interval of Instruction**

*What is the time period that instruction for the learning content will occur?*

The interval of instruction is one school year.

A pre-assessment will be implemented in September to collect a baseline data.

Formative assessments will be given periodically throughout the year to measure present level of understanding and progress.

A summative assessment will be conducted in June to measure students' yearly growth.

#### **Assessments**

*How will you measure the outcome of your SLO?*

The performance-based rubric will be used to assess the understanding of the components of fitness of all Grade 8 students. Teachers will use the same performance-based rubric for the pre-assessment, formative assessment(s), and the summative assessment. [See Assessment Protocols, Assessment Rubric]

**Indicators of Academic Growth and Development (IAGDs)/Growth Targets**  
*What are the quantitative targets that will demonstrate achievement of the SLO?*

At the end of the year \_\_\_% of students will perform at Level 3-Proficient on the assessment.

**Level 3 Proficient:** Student accurately matches 9-10 tasks to specific component of fitness. Student sometime explains why they selected the fitness component that aligns with each fitness task through written reflection.

**Instructional Strategies/Supports**

*What methods will you use to accomplish this SLO? How will progress be monitored?  
What professional learning/supports do you need to achieve this SLO?*

Teaching methods and strategies include:

- Exploration
- cooperative learning
- reciprocal/peer teaching
- guided discovery
- debate discussion

Visually Display Student Perspective Focus Statement:

**I can** understand and apply the elements of the 4 main components of fitness (muscular strength, muscular endurance, flexibility and cardiovascular endurance).

Progress will be monitored using

- self check
- peer assessment
- formative assessments administered by the teacher

Professional Resources and Support Needed to Achieve This Objective:

- Class scheduling that is conducive to student acquisition of knowledge and skills related to understanding and application of the elements of the 4 main components of fitness
- Opportunity to attend professional development for review and updating of information and methodology related to physical fitness education and assessment